

FATHER INVOLVEMENT RELATED SOCIAL AND EMOTIONAL DEVELOPMENT OF CHILDREN AGED 5-6 YEARS

DIAN NOVITA & DELLA RAYMENA JOVANKA

Open University of Indonesia, Jl. Cabe Raya, London Cabe-Pamulang, Tangerang Selatan, Indonesia

ABSTRACT

This study aims to determine the effect of father involvement on the young children's social emotional development. Participants in this study were early childhood (5-6 years) and the father of these children. Total sample is 32 children and 32 fathers. To measured the relationship between the variables Pearson Correlation test are used and to measured the differences in the pattern of father involvement and early childhood development by gender (sex,) different test Independent T-test used. Data processing was performed with SPSS 17.0. The results of this study showed that birth order and gender influence on parenting. There are some significantly differences of social emotional intelligence between boys and girls. The existence of a positive correlation between aspects father teaches discipline and responsibility, supporting school activities, explains the significance of a mother, father providing funding needs, dad likes to give a compliment. This indicates the importance of fathers' involvement in the development of early childhood intelligence. The better involvement of fathers in parenting will also be better for the child's ability to socialize in the future.

KEYWORDS: Social, Emotional, Father Involvement

Received: Jan 14, 2016; **Accepted:** Jan 21, 2016; **Published:** Feb 03, 2016; **Paper Id.:** IJESRFEB20169

INTRODUCTION

Talking about the involvement of the father is not just the interaction of the father with his children, but further than that. Fathers' involvement also pay attention to aspects where father helped pay attention to the growth of their children and how the relationship can be a safe, comfortable and joyfull. Including how fathers can also understand and accept their children well and encourage them to be able to thrive more optimal. In other words, the involvement of fathers in parenting contain a time aspect, interaction and attention and encouragement. The involvement of fathers in parenting is an active participation father continuously in childcare that contain aspects of frequency, initiative and personal empowerment in the physical, cognitive and affective in all areas of child development. These include the development of children's physical, emotional, social, intellectual and moral. Paternal care will be given its own color in the formation of character. In the golden age of a child, stimulation or stimulation becomes so important to create a child can grow and develop optimally Hence the involvement of the father becomes a matter of no less importance to the care carried out by the mother.

The bustle of a father as the main character in earning a living to meet the needs of the family is not uncommon to make a father less plays a role in child care project. If we see the positive impact of the involvement of fathers in parenting course we cannot ignore it just because of the father, the child can learn assertiveness, masculine, wisdom, kinesthetic skills and cognitive abilities. Father helping children is tough, competitive, likes a challenge and a pleasure to explore., learning, observing, affection, attention and love. Therefore, this study analyzes the extent to

which the influence of family environment with various dimensions in it can affect early childhood development.

According Salvacion, a family is two or more individuals belonging to the marriage bond, the bond of blood or adoption and living in a household, interact with one another in their respective roles and create or sustain a culture. Parents as nanny plays a decisive role in child development. According to Hoffman (2004), treatment of the elderly in pemgasuhan will determine the child's behavior in the future. Based on the background of the above problems, it is the question of this research is the involvement of fathers in parenting how that can enhance the emotional social intelligence early childhood?

LITERATURE

- **Early Childhood**

At the time of early childhood, there are some times that needs to be known by early childhood educators so that he can provide stimulation and stimulation appropriate to the students. These periods are:

- **Time Sensitive:** The period of the emergence of a variety of potential (hidden potency) or a condition in which a mental functions require certain stimuli to develop.
- **The Egocentric:** Parents should understand that children still in the period marked by egocentric as if he was the most correct, his desire must always be obeyed and selfish attitudes.
- **The period imitate:** At this time the process of imitation child against everything around him seemed to increase. Impersonation is not only on the behavior exhibited by the people around him but also against imaginary figures..
- **Period Flocking:** Let the children play outside with friends, do not overly restrict children in the association so that the child will eventually be able to socialize and adapt in accordance with the behavior of their social environment because this period is a time in groups dimaan children begin to form a group, but children are still focusing on yourself.
- **Future Exploring:** Parents must understand the importance of exploration for children. Allow the children to use the objects around it and let the kids do trial and error, because the child is an explorer accomplished.
- **The Disobedience:** Parents and teachers are advised not always scold a child when he rebelled because this is a time that will be traversed by each child.
- **Early Childhood Development**

Early childhood is a sensitive period for children. Children begin to receive numerous attempts sensitive development of the full potential of the child. Sensitive period is the period of the maturation of the functions of the physical and psychological ready to respond to the stimulation provided by the environment. This period is a time to lay the first foundation in developing physical abilities, cognitive, language, social, emotional, self-concept, self-discipline, independence, the art of moral and religious values. Therefore it is necessary and appropriate stimulation conditions with the needs of the child to the growth and development of children achieved optimally.

Father Involvement

Preschoolers learn how to interact by way of example, to share, and good friends. The family is the first social group for children who have a major influence on the formation of the child's personality. Conditions and family

background of different causes differences in parenting are given so that the personality is formed each individual unique.

Social revolution around 1960 and 1970 not only have an impact on the restructuring of the expectations on enhancing the role of women or mothers, but also on enhancing the role of men and fathers. One realization is the emergence of expectations on the role of fathers in child development (Parke, 1995).

Within 15 years, has a lot of academics and practitioners who introduced the importance of attention to the role of the father. This is due has been demonstrated on several studies that increased involvement of fathers in child care provider and have a positive impact both for their children, families and even for himself (Hoffman, 2011).

Ariesta and Wirawan research (2005) shows a positive correlation between the involvement of fathers in nurturing the social skills of adolescent boys. This shows that the higher the involvement of fathers in the care of the better social skills possessed by teenage boys.

Relationship with the Father Involvement Child Development

According to some research results compiled by Allen & Dally in 2002, children whose fathers are involved in parenting would have fared better cognitive (Nugent, 1991), became children better problem solvers (Easterbrooks & Goldberg, 1984) and has higher IQ (Yogman, 1995) as well as better academic achievement (Goldstein, 1982).

Children whose fathers are involved in parenting is evident from the results of the research will have a resilient (endurance) were better in the face of situations stressful (Parke & Swain, 1975), more curious about the environment (Biller, 1993), it has courage, it is easy to regulate emotions and more adaptable (Biller, 1993).

From the point of social development, children whose fathers are involved in the care would have a relationship that is more positive with his friends, showing negative emotion less (Grossman, 1992) and they will grow into children who are more tolerant and understanding (McClelland , 1978). Long term effects of his, the children will be successful and be able to socialize well and have a good marriage life anyway (Rueter & Biller, 1973).

METHODS

Design, Place and Time Research

The study design was cross-sectional study. This research was conducted in AULIA ISLAMIC kindergarten residing in the Vila Pamulang. The choice of location research conducted purposive sampling because of the ease of access and the availability of adequate data. Time data collection will be conducted in April-May, 2014.

Sample and Method of Sampling

Examples of this research is early childhood (5-6 years) sitting in group B of the complete family and the father of the children. Total sample is 32 children and 32 fathers.

Types and Data Collection Method

The type of data collected is: (1) Characteristics of the family (age of parents, family size, parental income, parental education, occupation of parents; (2) characteristics of the sample (age, gender and birth order); (3) father involvement pattern (4) social emotional development of young children (based on indicators of early childhood education of national curriculum Permendiknas 58).

Measurement

In determining the quality of data to test the reliability of the questionnaire was conducted using Cronbach's Alpha. There are several instruments used in this study, namely:

Father Involvement

The father's involvement was measured using the Inventory of Father Involvement (IFI) of Hawkins & Palkovitz (1999), which consists of 35 items of questions with 9 dimensions. To fathers will be asked the activities and experiences in case performed together with their children within the last 12 months. The answer consists of 4 Likert scale never (TP), Rare (J), often (S) and Always (SL)

The nine dimensions of IFI can be seen in Table below along with reliability (Cronbach alpha), which is as follows:

Table 1. Father Involvement Instrument and Cronbach Alpha Value

	Dimension	Cronbach Alpha Value of Previous Studies	Cronbach Alpha Value of this Research	Question Item Number
1	Discipline and Teaching Responsibility	0.85	0.856	6
2	School Encouragement	0.82	0.798	3
3	Mother Support	0.87	0.885	3
4	Providing	0.69	0.485	2
5	Time and Talking Together	0.80	0.792	8
6	Praise and Affection	0.79	0.763	4
7	Developing Talents and Future Concerns	0.75	0.844	3
8	Reading and Homework Support	0.83	0.700	3
9	Attentiveness	0.69	0.708	3
JUMLAH ITEM PERTANYAAN				35

Early Childhood Development

Early childhood development (5-6 years) is measured by Level of Development Achievement of National Curriculum 2010 (Permendiknas 58). Answer using 4 scale with the indicator on the National Curriculum 2010 are the scale of 1 to Undeveloped (BB), the scale of 2 to Begin Developing (MB), the scale 3 for Developing Appropriate Expectations (BSH) and scale 4 for Developing Excellent (BSB). The number of items is 18 questions with Cronbach alpha 0.900

Table 2: Social Emotional Development of Children Aged 5-6 years

No	Social Emotional Development Indicators Children 5-6 years
1	Child is able to complete the assigned task
2	Children want to share with friends
3	Children dare to appear in public
4	Child is able to tidy up their own tools
5	Children patiently wait their turn
6	Children are able to cooperate with friends
7	Children will play with a friend
8	Children love helping
9	Children can control their emotions in a reasonable manner
10	Children feel happy when getting something

Table 2: Contd.,	
11	Children show enthusiasm when doing activities
12	Children dared to ask and answer questions
13	Children show pride in their work
14	Children can praise friends / others
15	Children do not speak loud
16	Children come to school on time
17	Children will cheer up their sad friends
18	Children want to give and receive forgiveness

Processing and Data Analysis

The data will be tabulated and analyzed includes characteristics of the family, the father's involvement in the 9-dimensional, and social emotional development of children aged 5-6 years. To see the relationship between the variables used Pearson correlation test and to see the differences in the pattern of father involvement and early childhood development based on gender (sex) used different test Independent T-test. Data processing was performed with SPSS 17.0.

Family Characteristics

Family characteristics including paternal age, maternal age, father's education, mother's education, father's occupation, mother's occupation and income of the father and mother of income.

Age of Parents

The average age of fathers in this study was 38 years. The youngest age of the father is 28 years old and the oldest was 58 years of age. Mother age is in the range 24 to 51 years, with an average age of mothers was 35 years. The average age of parents in this study included into early adulthood. According to Hurlock (2001), early adulthood ranged between 18-40 years. Biologically, this period is the culmination of excellent physical growth, so it is seen as the healthiest age of the entire human population (the healthiest people in the population).

According Santrock (2003), young adults, including the transition period, both physically, intellectually transition and the transition of social roles. Social development of early adulthood is the culmination of the development of social adulthood. Early adulthood is a time shift into a self-centered view of the attitude of empathy. At this time, the determination of the relation plays an important role. Beginning early adulthood is a period in which a person begins to establish intimate relationships with the opposite sex. In view of Hurlock (2001) some characteristics of adult baseline and at one point said that early adulthood is a period of adjustment to the new way of life and take advantage of the freedom gained.

Table 3: The Age Range of Parents Instance (in Years)

Age	Minimum	Maximum	Average	Standard Deviation
Father	28	58	38.53	6242
Mother	24	51	35.19	6,428

One of the aspects of the development of early adulthood (Santrock, 2003), namely socio-emotional development is closely related to marriage and family life, where they step in the life cycle to establish the identity and form a new family.

According Havighurst, developmental tasks of early adulthood include: choosing a spouse, learn to live with the couple married, start a family, raise children, treat household, started working, responsible citizenship, and finding a harmonious social groups. Inside find this harmonious social groups, they are together as couples look for new friends, the people of their own age, who have the same interests and the people where they can develop a new kind of social life.

Education Parents

Education is one of the important aspects in supporting the quality of human resources. Educational attainment someone will influence and shape the patterns, how and understanding. Therefore, directly or indirectly, the level of education will determine whether the poor patterns of communication between family members (Gunarsa SD & Gunarsa, 1995). Education is the most important thing in our lives. The education level of parents also will determine the pattern applied in caring for and educating children in the family. In this study it was found that the majority of fathers had high school education that is as much as 37.5 percent. There is one person (3.1%) were primary school and 1 (3.1%) were educated S-2.

Table 4: Percentage Distribution of Parents Example According to Education

The Level of Education	Elementary	Junior High School	Senior High School	Diploma	Bachelor	Master	Total
Ayah	3.1	3.1	37.5	25.0	28.1	3.1	100
Ibu	6.2	6.2	34.4	12.5	37.5	3.1	100

Maternal education the largest percentage in the study is up to the levels of S-1 (undergraduate), namely 37.5 percent. There were 2 (6.2%) of mothers who complete primary school sample and 1 (3.1%) were educated S-2. Percentage distribution of the parents based education can be seen in Table 2 and Figure 1 below.

Parents' Job

The results showed that most of the work of the father is as private sector employees is as much as 59.4 percent, while the rest is as wirasawastawan (merchant) as much as 25.0 percent, teachers / professors as much as 3.1 percent and as much as 12.5 percent of civil servants. Most mothers examples do not work outside the home or as a housewife is as much as 65.6 percent. The rest worked as pedadang or self-employed as many as 12.5 per cent, as private sector employees as much as 12.5 percent and as much as 3.1 percent as a teacher / lecturer and 6.2 percent as civil servants or state-owned companies.

The percentage of mothers educated as a scholar, but most mothers in this study did not work outside the home. This suggests that mothers who are highly educated are spending more time at home, which is expected to create an environment conducive to the development of sons / daughters.

Revenue Parents

Revenues of course related to the job. Therefore, as many as 65.6 percent of mothers examples do not work outside the home then so much the mother examples that do not have their own income. A total of 18.8 percent of mothers had incomes above 4 million. Similarly, the father example, where most of which 50.0 percent have incomes above 4 million.

Characteristics Sample

Examples of this research are 32 people consisting of 15 boys and 17 girls. Age examples ranged between 62 (5 years 2 months) to 74 months (6 years 2 months) with an average age of 69.25 months example. Most of the examples (53.1%) is the first child. This is because the majority of respondents are young families.

Father Involvement Patterns

The involvement of fathers in parenting has its own meaning in the character development of children's coloring. Of a father, a child will learn about the firmness, wisdom, cognitive skills and the things that are masculine. Father helping his son to be assertive, brave face challenges, competitive spirit and also love to explore. The concept of father involvement is not just a positive interaction between father and son, but also the extent to which a father pay attention to a child's development as a whole and also able to understand and accept what their children (Allen & Daly, 2007)

The results showed that as many as 81.2 percent of sample showed high levels of father involvement. A total of 15.6 percent of the example has a level of fathers' involvement with the medium category and the rest (3.1%) had levels of father involvement with the low category. This indicates that the father in the family sample in this study has many involving him both in custody. Paternal care is to contain the aspect of time, interaction and attention, including the provision of facilities to meet the needs of children.

The involvement of fathers in this study is understood as a multidimensional construct that includes direct involvement (including affective component, cognitive and ethical / moral) and indirect involvement (including providing and supporting mother). Father not only provide care, attention and teaches discipline or responsibility, but also explain to the children about the valuable support of a mother, encouraged his son to excel, give praise and affection, to enjoy time together and talk to each other, read to children and also supports children to mengembangkan potential (Hawkins, et al, 1993).

Children's Social Emotional Intelligence

Children's Social Emotional Intelligence emotional social intelligence is an important aspect in the development of the child, although sometimes there are still many parents who are less concerned about this. Vigotsky theory states that the child's interactions with the social environment as well early in life will be the foundation for building the capabilities of social or emotional intelligence of children (Rashid, 2008). The family as an institution first and foremost a very important role in child development including social emotional development in a study conducted by Ozabaci (2006) and Nakao (2000). Most of the examples in this study, as many as 78.1 percent had emotional social intelligence medium category, while the remaining 12.5 percent have a social emotional intelligence high category and 9.4 percent had a lower category of emotional social intelligence. This suggests that the emotional social intelligence of young children in the study had begun to develop as expected. Each stage of growth and development that have been passed will affect the next stage (Brisbane and Riker, 1965). Social emotional development in early childhood is one of the important aspects of development and has an impact on subsequent developments. Therefore, the success of early childhood in building social and emotional competence will determine its success in building social interaction with the environment in the next period (Elmanora, et al 2012).

Father Involvement difference by Gender Patterns of care performed by parents determined also by gender. Many people who live in the present traditional raised by parents and her mother feel closest to them. On the average, a woman

spends her time for children more than a father. Mothers also spend more time caring for their children, preferring not to work full time, better protect and care for their children and more conversing with their children. However, the findings Stephens (2009) in his research found no difference between fathers and mothers in the care related to gender, that fathers are more protective of daughters than in sons. In this study, the average score on the involvement of fathers in this study generally did show the differences between boys and girls. Differences in average scores was seen in all indicators of the involvement of the father, except the indicators 'father explains to children about the support mother' in which case the average score for boys and girls alike, namely 11.0. Almost similar to the average scores on other indicators also exist that shows the average scores were about the same, as the indicator father teaches discipline and responsibility (20:20 and 20:18) and also the indicator's father supports the child to develop the potential (10.60 and 10:59). Some differences in average scores father involvement seen in indicators such as the father of praise and affection, fathers provide for the needs of the child, the father read to children and also pay attention to the child's father and father support the activities of children in school. Statistically, the difference in average scores is found to be significant. This means that the involvement of fathers in parenting are relatively similar in boys and girls. Precisely therein lies the importance of care regardless of gender. Parenting dad to boys as to girls for both boys and girls have the same needs and rights to gain custody of his father or mother.

Table 5: Children's Social Emotional Intelligence

Indicator	Average Score		Significant
	Male	Female	
Teaches discipline and responsibility	20.20	20.18	0.982
Support activities in schools	9.93	10.18	0.700
Explaining to children about the support of her mother providing for	11.00	11.00	1.000
Enjoying time together and talk to each other (chat)	7.33	7.59	0.324
Giving praise and affection	24.47	25.35	0.447
Supporting children to develop potential	13.93	14.71	0.182
Reading to children	10.60	10.59	0.984
Pay attention to the activities of children	8.60	8.29	0.648
FATHER INVOLVEMENT (TOTAL)	8.40	8.71	0.628
	114.47	116.59	0.652

A bit different from a Japanese study conducted by Someya et al (2000), where gender effect on parenting. Research shows that birth order and gender influence on parenting. Boys older in the family expected to be a model for his brothers. While girls are known to be warmer and more caring. It is identical to the general culture of the people of Japan, where the Japanese parents expect her daughter to be a woman who is soft and feminine. In Japanese culture, women are expected to be a figure of a kind and gentle. Due to expectations like that, then there are different parenting styles to boys and girls.

Emotional Social Intelligence Differences by Gender

Social-emotional development is the ability to establish relationships with other people, accustomed to being polite, obey the rules and discipline in daily life and can show reasonable emotional reactions. Emotional social development cannot be separated from each other due to discuss the emotional development means also discusses the social development of children. Likewise, discuss social development should also involve emotional, because both are integrated in a psychiatric frame intact.

Emotional social abilities early childhood is children's ability to conduct social interaction with their environment, accustomed to being polite, responsible, able to control their emotions reasonable and comply with the rules applicable in the neighborhood where it resides. The indicators used in this study was developed from the level of achievement of early childhood development in Permendiknas 58.

Table 6: Differences in Emotional Social Intelligence by Gender

Indicator	Average Score		Significant
	Male	Female	
Children are able to complete the assigned task	2.60	2.88	0.164
Kids want to share with friends	2.07	2.24	0.457
Children dare to appear in public	2.67	2.71	0.884
Children are able to tidy up their own tools	2.60	2.94	0.048
Children patiently wait their turn	2.47	2.82	0.064
Children are able to cooperate with friends	2.47	2.76	0.207
Children want to play with a friend	2.93	2.82	0.471
Child likes to help	2.07	2.12	0.848
Children can control their emotions in a reasonable manner	2.33	2.82	0.022
Children feel happy when getting something	2.80	2.82	0.920
Children showed enthusiasm when doing activities	2.73	2.71	0.885
Children dare to ask and answer questions	2.87	2.65	0.365
Children demonstrate pride in their work	2.80	2.82	0.870
Children can praise friends / others	1.20	1.41	0.271
The child did not cry	2.47	2.94	0.032
Children come to school on time	2.67	2.47	0.380
Children want comforting sad friend	1.33	1.29	0.867
Children want to give and receive forgiveness	2.33	2.24	0.605
SOCIAL EMOTIONAL (TOTAL)	43.40	45.47	0.387

In Table (6) can be seen an average score of emotional social intelligence boys and girls. From the table it can also be seen the difference the average score between them, and the results of t test. All the indicator shows the difference in average scores between boys and girls, sometimes an average score intelligence social emotional tad higher than girls, and sometimes vice versa, girls had an average score of intelligence social emotional more higher than boys. Look no significant difference between boys and girls in terms of total emotional social intelligence, although the average score of girls is higher than boys. If the emotional social intelligence in terms of each indicator it will show some significant differences. There are significant differences ($p < 0.05$) in the child's ability to tidy up the equipment itself, where girls have an average score higher than boys. Girls are patiently waiting for their turn than boys. It can be seen from the average score of girls (2.82) is higher than boys (2.47). This difference is significant at the level of $p < 0.10$. Similarly, in terms of controlling emotions. Girls are more able to control their emotions in a way that is reasonable compared with boys. It can be seen from the average score of girls (2.82) is higher than the boys (2.33). This difference is statistically significant at the level of $p < 0.05$. Furthermore, boys would rather yell than girls. This difference is significant at the level of $p < 0.05$. Several studies have found that women are more aware of their emotions, show empathy and better in interpersonal relationships than men. Research conducted by the King (1999) and Sutarso (1999) in Sarhad (2009) also show that women have a higher emotional intelligence than men. Goleman (1995) suggests women are more fortunate on the social environment that is more emphasis on emotions than men. For example, older people are using words that contain the emotion when telling stories about their daughters than sons, and mothers are also more emotion that varies when interacting with girls, so the girls receive more training on emotion (Sarhad , 2009)

Table 7: The Relationship Between Father Involvement and Child Emotional Social Intelligence

	DIS	SCH	MOTH	PROV	TIME	PRA	DEV	READ	ATT	IFI
Children are able to complete the assigned task	-0.030	-0.212	-0.068	-0.020	-0.026	-0.079	0.079	-0.230	-0.082	-0.115
Kids want to share with friends	-0.106	-0.068	0.031	0.190	-0.154	0.104	0.033	-0.144	-0.231	-0.091
Children dare to appear in public	0.065	0.098	0.249	0.202	0.119	0.164	0.043	-0.079	-0.154	0.094
Children are able to tidy up their own tools	0.007	0.130	0.079	0.117	0.052	0.179	0.128	-0.140	-0.116	0.051
Children patiently wait their turn	0.084	0.193	0.213	0.260	0.079	0.211	0.092	-0.070	0.074	0.144
Children are able to cooperate with friends	0.038	0.049	0.176	0.247	0.155	0.245	0.034	-0.046	0.021	0.121
Children want to play with a friend	0.394*	0.407*	0.460**	0.413*	0.279	0.491**	0.301	0.155	0.143	0.432*
Child likes to help	-0.131	-0.055	0.026	-0.025	-0.011	-0.028	-0.183	0.016	-0.093	-0.074
Children can control their emotions in a reasonable manner	-0.102	-0.006	0.031	0.080	0.068	0.112	-0.138	-0.122	0.040	-0.013
Children feel happy when getting something	0.135	0.227	0.159	0.169	0.174	0.275	0.136	0.174	-0.063	0.201
Children showed enthusiasm when doing activities	0.122	0.162	0.222	0.363*	0.257	0.385*	0.203	0.065	0.073	0.253
Children dare to ask and answer questions	-0.176	-0.290	-0.144	-0.084	-0.186	-0.096	-0.185	-0.403*	-0.152	-0.260
Children demonstrate pride in their work	-0.195	-0.216	-0.098	0.092	0.016	0.204	-0.172	-0.281	-0.029	-0.115
Children can praise friends / others	0.166	0.021	0.176	0.230	0.193	0.147	0.056	-0.179	0.232	0.154
The child did not cry	-0.307	- 0.451**	- 0.489**	-0.339	- 0.467**	-0.060	- 0.428*	- 0.525**	-0.115	- 0.476**
Children come to school on time	0.339	0.206	0.125	0.041	0.180	-0.070	0.267	0.201	0.086	0.230

Children want comforting sad friend	-0.065	-0.163	0.092	0.268	0.230	-0.191	0.115	0.057	-0.031	0.042
Children want to give and receive forgiveness	-0.015	-0.126	-0.074	-0.105	-0.162	-0.042	-0.089	-0.131	-0.038	-0.116
SOCIAL EMOTIONAL (TOTAL)	0.005	-0.022	0.093	0.174	0.059	0.153	-0.002	-0.152	-0.055	0.024

Description

Hadith: to teach discipline and responsibility

SCH: Supporting activities at school

Moth: Explain to children of mothers support

PROV: Provides needs

TIME: Enjoying time together and talk to each other (chat)

PRA: Give praise and affection

DEV: Supporting children to develop potential

READ: Reading to children

ATT: Paying attention to the activities of children

IFI: INVOLVEMENT OF FATHERS (TOTAL)

Goleman (1995) states that a person's success is determined by Several Also on emotional intelligence and control. Specifically Goleman emphasizes that with intelligence (IQ) alone can not measure success. According to Goleman intelligence only accounts for 20% of total success and the rest is determined by the emotional social intelligence. Goleman states that there are five essential components of emotional intelligence is self-awareness, managing emotions, self-motivation, empathy and relationship. This study shows that there is a positive correlation between aspects of the father Teaches discipline and responsibility, support activities in schools, explaining the significance of a mother, father provide for the needs and dad like to give praise to children with emotional intelligence of children, especially the socialization aspect or the children want to play with her friend, In this case means that the better father Teaches discipline, then it will be better the child's ability to socialize. Similarly, if a father likes to give praise and show affection, the child will have a high confidence that Also he was Able to socialize with friends. The involvement of the father (total) IS ALSO positively correlated ($r = 0.432$ at the level of $p < 0.10$) with the child's ability to socialize. This indicates the importance of fathers' involvement in the development of early childhood intelligence. The better the involvement of fathers in parenting it will be better the child's ability to socialize.

Furthermore, it can be seen that the aspects where fathers provide for the needs and take the time to do activities with Reviews their children positively correlated (at the level of $p < 0.10$) with the child's ability to be enthusiastic in following the activities. Because this is Often children do things with his father so that no awkward again in activities at school. Some aspects of the involvement of the father turned out to correlate negatively with the child is not screaming. This means that the good aspects of the involvement of the father of the child will be more like screaming. This can be explained that there are various kinds of child screaming indications, Among other things Because he wants to Attract the attention of people around him, he was in the early stages of learning to speak so that he is interested that the voice can

produce different intonation. Shouts can also mean the child still has a limited vocabulary or otherwise of children to express excitement and enthusiasm for something to shout. However, According to Roni Leiderman of the Family Center at Nova Southeastern University, if the child always thinks that he can get a lot more attention by shouting then this behavior must be anticipated and do not be silenced by her parents

CONCLUSIONS

The average age of parents in this study included into early adulthood. the involvement of fathers in the care of the family has many involve itself both in custody containing the aspect of time, interaction and attention as well as the provision of facilities to meet the needs of children. The results showed that birth order and gender influence on parenting. Boys older in the family expected to be a model for his brothers while girls are known to be warmer and more caring. Look no significant difference between boys and girls in terms of total emotional social intelligence. Although the average score girls is higher than boys. If the emotional social intelligence in terms of each indicator it will show some significant differences in the ability of children tidy up their own tools, and the ability to wait patiently and ability to control emotions where girls have an average score higher

A positive correlation between the father aspect teaches discipline and responsibility, supporting school activities, explains the significance of a mother, father and father provide the necessities like praise. This indicates the importance of fathers' involvement in the development of early childhood intelligence. The better the involvement of fathers in parenting it will be better the child's ability to socialize. Limitations of this study observed only child's emotional social intelligence it needs further research with more diverse intelligence. besides limitation of this study also have drawbacks which type of school examples and socioeconomic levels are taken is homogeneous ie high school or older and parents who have middle income and above, based on such things it is suggested at the next researcher to conduct research on examples of schools are more diverse and socio-economic level of parents is more diverse.

For researchers needed more in-depth follow-up study of the emotional social intelligence in a more diverse sample. For parents, it is necessary to give attention, guidance and support more leverage so that social intelligence emotional intelligence over the maximum so that the child can develop properly.

REFERENCES

1. Ali M., Asrori, M. 2009. *The Psychology of Adolescents*. Jakarta: Earth Script.
2. Carter, US, Briggs-Gowman, MJ, & Ornstein, N. (2004). *Assessment of young children's social-emotional development and psychopathology: recent advances and recommendations for practice*. *Journal of Child Psychology and Psychiatry*, 45 (1), 109
3. Gunarsa, S. 1995. *Psychological Practical: Children Juvenile and Family*.
4. Jakarta: BPK Gunung Noble Hymovich DP and Chamberlin RW 1980. *Child and Family Development: Implications for Primary Health Care*. McGraw-Hill Book Company
5. Kalil A. 2003. *Family Resilience and Good Child Outcomes. A Review of a Literature*. Wellington: Centre for Social Research and Evaluation.
6. Sari, AVS Hubeis, Mangkuprawira S., and A.Saleh. 2010. *Influence Pattern Communication Family in Function Socialization Family to Development Children*. *Journals Communication Development*. ISSN 1693-3699. Vol.08, No. 2

7. Shaffer, DR 1994. *Third Edition: Social and Personality Development*. California: Brooks / Cole Publishing Company.
8. Simsek, Z., Erol, N., Östop, D., & Özcan, Ö. Ö. (2008). *Epidemiology of emotional and behavioral problems in children and adolescents reared in orphanages: A national comparative study*. *Turkish Journal of Psychiatry*, 19 (3), 2-13
9. Sodikin1, Mustiah Yulistiani2, Asiandi3. _____ *Effect of Characteristics of Children, Presence of Parents and Parenting Parents on Social, Emotional and Moral At the age of Towns and Villages Regional School in Banyumas*.
10. Taylor and J. 1997. *Early Childhood Program Management*. New Jersey: Prentice Hall, Inc.
11. Qudsyi H., U. Gusniarti _____. *Relationship Between the functioning of the Family and Moral Reasoning in Children Age Late (Late Childhood)* http://psychology.uji.ac.id/images/stories/jadwal_kuliah/naskah-publikasi-03320132.pdf accessed on October 10, 2014. <http://www.citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.121>, accessed on November 23, 2014.

